## Math Task 1: Shapes

### Materials and Setup

<table>
<thead>
<tr>
<th>Item 1</th>
<th>Item 2</th>
<th>Item 3</th>
<th>Item 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Item 1" /></td>
<td><img src="image2" alt="Item 2" /></td>
<td><img src="image3" alt="Item 3" /></td>
<td><img src="image4" alt="Item 4" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item 5</th>
<th>Item 6</th>
</tr>
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<tbody>
<tr>
<td><img src="image5" alt="Item 5" /></td>
<td><img src="image6" alt="Item 6" /></td>
</tr>
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</table>
### Adaptive Instructions

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<th>Test administrator may cut out each of the shapes if needed but the shapes must be orientated as shown in the setup. The student may manipulate the shapes if needed.</th>
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### Access Limitations

N/A (Not Applicable) (Item 1, 2, 3, 4, 5, 6)
Math Task 1:

Shapes: Item 1

Setup

![Rectangle card]

Script

Say: We're going to work with shapes.

Say: Here is a rectangle (indicate the rectangle card).

Say: Rectangles have four sides (indicate all 4 sides), four right angles (indicate all 4 right angles), and two pairs of parallel sides (indicate each pair of parallel sides).

Do: Allow time for the student to look and/or handle the card. Then record a score on the basis of the rubric and go to the next item.

Record 4 points:

Student demonstrates sustained involvement in the activity; for example, he or she may
• consistently attend to teacher’s communication (verbal or signed) and actions;
• participate with intention in action involving the objects as modeled;
• imitate (or try to imitate) action involving the objects as objects;
• shift body movement/eye gaze appropriately as focal point of demonstration changes;
• make an appropriate vocalization (e.g., an associated sound) in response to objects; and/or
• demonstrate anticipation or prediction of next words and/or actions.

Record 3 points:

Student demonstrates generally maintained involvement in the activity; for example, he or she may
• generally attend (with infrequent lapses) to teacher’s communication (verbal or signed) and actions;
• touch or point to object(s) as described;
• sustain gaze toward object(s) during manipulation by teacher;
• vocalize to show acknowledgment of object(s) during manipulation/exploration; and/or
• willingly permit (participate in) hand-over-hand exploration of object(s).

Record 2 points:

Student demonstrates intermittent/irregular involvement in the activity; for example, he or she may
• intermittently attend to teacher’s communication (verbal or signed) and actions;
• move toward/reach for the object(s) presented;
• touch the object(s) presented; and/or
• look at the object(s) presented, shifting gaze at least sometimes as appropriate.

Record 1 point:

Student demonstrates fleeting awareness of, but little/no involvement in, the activity taking place; for example, he or she may
• only fleetingly attend to teacher’s communication (verbal or signed) and actions;
• exhibit a momentary change in movement, vocalization, and/or respiration in response to teacher and/or object(s);
• open or move eyes toward teacher and/or object(s); and/or
• permit guided touch/grasp of object as initially presented.

Record N:

Student does not demonstrate any awareness of the object(s) or involvement in the activity taking place or may refuse to engage in the activity at any level.
Math Task 1:
Shapes: Item 2

Setup

Script
Say: *Here is a rectangle* (indicate the rectangle card). *Here is a square* (indicate the square card).

Say: *The difference between a rectangle* (indicate rectangle card) and *a square* (indicate the square card) *is that all the sides of a square are the same length.*

Do: Allow time for the student to look and/or handle the cards. Then record a score on the basis of the rubric and go to the next item.

Record 4 points:
Student demonstrates **sustained involvement** in the activity; for example, he or she may
- consistently attend to teacher’s communication (verbal or signed) and actions;
- participate with intention in action involving the objects as modeled;
- imitate (or try to imitate) action involving the objects as objects;
- shift body movement/eye gaze appropriately as focal point of demonstration changes;
- make an appropriate vocalization (e.g., an associated sound) in response to objects; and/or
- demonstrate anticipation or prediction of next words and/or actions.

Record 3 points:
Student demonstrates **generally maintained involvement** in the activity; for example, he or she may
- generally attend (with infrequent lapses) to teacher’s communication (verbal or signed) and actions;
- touch or point to object(s) as described;
- sustain gaze toward object(s) during manipulation by teacher;
- vocalize to show acknowledgment of object(s) during manipulation/exploration; and/or
- willingly permit (participate in) hand-over-hand exploration of object(s).

Record 2 points:
Student demonstrates **intermittent/irregular involvement** in the activity; for example, he or she may
- intermittently attend to teacher’s communication (verbal or signed) and actions;
- move toward/reach for the object(s) presented;
- touch the object(s) presented; and/or
- look at the object(s) presented, shifting gaze at least sometimes as appropriate.

Record 1 point:
Student demonstrates **fleeting awareness** of, but little/no involvement in, the activity taking place; for example, he or she may
- only fleetingly attend to teacher’s communication (verbal or signed) and actions;
- exhibit a momentary change in movement, vocalization, and/or respiration in response to teacher and/or object(s);
- open or move eyes toward teacher and/or object(s); and/or
- permit guided touch/grasp of object as initially presented.

Record N:
Student does not demonstrate any awareness of the object(s) or involvement in the activity taking place or may refuse to engage in the activity at any level.
Math Task 1:

Shapes: Item 3

Setup

Script

Say: **Here is a rectangle** (indicate the rectangle card).

Say: **Show (tell) me, which is the same rectangle: this** (indicate the scalene triangle card), **this** (indicate the rectangle card), **or this** (indicate the trapezoid card)?
Math Task 1:

Shapes: Item 4

Setup

Script

Say: *Here is a rectangle* (indicate the long rectangle card).

Say: *Show (tell) me, which is the same rectangle: this* (indicate the square card), *this* (indicate the isosceles triangle card), *or this* (indicate the tall rectangle card)?
Math Task 1:
Shapes: Item 5

Setup

Script
Say: *Here is a triangle* (indicate the isosceles triangle card).

Say: *Show (tell) me, which is the same triangle: this* (indicate the square card), *this* (indicate the turned isosceles triangle card), *or this* (indicate the equilateral triangle card)?
Math Task 1:

Shapes: Item 6

Setup

Script

Say: *Here is a triangle* (indicate the equilateral triangle card).

Say: *Show (tell) me, which is the same triangle: this* (indicate the scalene triangle card), *this* (indicate the isosceles triangle card), *or this* (indicate the equilateral triangle card)?

At the completion of the task say: *We're finished working with shapes.*